STATE SUPERINTENDENT'S
Equity in the Every Student Succeeds Act (ESSA) Stakeholder Council
Notes

Tuesday, September 27, 2016
Optional Light Refreshments: 9:00 a.m.
Meeting time: 9:30–11:30 a.m.
Department of Public Instruction (DPI)
GEF III Building–Conference Room P41
125 South Webster Street
Madison, WI 53707

Council Purpose: To elicit input on the state's implementation of Every Student Succeeds Act (ESSA) with an eye toward equity

Council Assurance: To allow every member of the council to enter the conversation confidently and speak from a place of personal and professional expertise

Attendees: Ashley, Bradtke, Cullen, Driver, Evers, Finco, Haynes, Her-Xiong, Humphrey, Jacobs, Kolison, Lynch, Olsen, Pugh, Roberts, Taylor, Wegenke, Wiedenhoeft, Bass (for Martin)

Facilitator: Dr. Roxie Hentz

Revisiting Norms

Group reviewed statements generated in their individual pre-meeting conversations with DPI and generated statements to summarize these data.

Looking at Data: Racial Demographic Changes in Wisconsin Schools

2013: 12% people of color in Wisconsin (38% nationally).
90% of African-Americans live in 6 counties in Wisconsin.
28% of students are students of color in Wisconsin (50% nationally).
Nine districts in Wisconsin are majority-minority districts.
Poverty and race both affect student performance; poverty is not the whole story.

Federal Accountability and Reporting

Jennifer Kammerud, Policy Initiatives Advisor
- Regulations come out in December.
- 30-day public review in April.
- 30-day governor review.

- Submit state plan in June

Laura Pinsonneault, Director, Office of Educational Accountability
- Today's guidance will inform ESSA plan. There is also a state accountability plan (Wis. Stat 115.385). Hope these plans will be aligned, but today's discussion is firmly in the realm of federal accountability.
- "At least one indicator of school quality or student success" (may include student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, school climate and safety).

Definitions

Measures = what data to include.
Metrics = how to include it.

How might including this measure in this way change behavior?
What are the benefits and drawbacks of measures that we might include?

Deep dive and stakeholder discussion on potential reporting categories
 (sampling of table discussions)

College and Career Readiness (CCR)

Table 3
- We don't have financial literacy; we don't have literacy.
- National Student Clearinghouse data: 90% of kids who go to college, we have that data. That's like an end piece; advanced coursework might be a beginning piece.
- Accounting, work exploration—where does this fit? Work readiness—we miss building critical thinking skills. Most of us in this generation didn't have any idea what we wanted to do, and then later on we figured it out.
- I wanted to change that to literacy, financial literacy, literacy of opportunity.
- Social Emotional Learning (SEL) is really important, outside of the concept of a series of courses.
- But that's literacy- it's emotional literacy.
- Executive function: We always think of College and Technical Education.
- Employers say there is a disconnect exists as they have jobs but they need people with those executive soft skills.

Table 4
- The suggested measures all have potential to be punitive—they are all test-based.
- Persistence from freshman to sophomore years of college—is that for K–12 to be responsible for?
- Less common to go to college out of high school and complete in four years, so that measure may not mean much.

- I can only think of things that are not good ideas—this is a complex issue; students are people, not numbers.
- Community and Family Engagement is important—"this is a missing."
- Additional data will be a cost to the districts—there is something else they can't do if they are collecting data.
- Are we giving districts enough flexibility to measure what is important to them?
- Districts are not getting a choice—seems to be antithetical to the spirit of the law.

Accountability Discussion

Examining the school/district report card based on the council's areas of interest surfaced in meeting 1:
- Purpose and design.
- Indicators and data.

Student and Educator Engagement

Table 6
- Is this a culture question? Am I a student and have a say in my learning?
- Discipline data (suspension/expulsion) measures student disengagement and is a fairly common measure
- Are we measuring the process or the outcome?
- We want a balanced system – variety of schools
- Bullying data does not indicate what parents report
- Buy in = challenge

Table 2
- Standardized data points—equitable and meaningful; collaboratively developed; standardized way to code instances; in-school and out-of-school students; 911 may not be a good indicator; PD for faculty to handle issues.
- Bullying, harassment, other measures.
- Intercultural competence, parental and community engagement.
- Arrest records should not be used; police should not be making schools a legal issue rather than a learning issue.
- What are the negative school measures—classroom disruptions; physical and mental bullying; suspensions; data could be skewed because of implicit bias; referrals—not just students, also teachers.
- We have to be slow to reach judgment—how do you put this in the measures?

Table 1
- A lot of data collected now on bullying, violence, etc.—short of a biennial climate survey.
- Climate data from kids the media would grab and want to compare.
What kind?

- Attendance.
- Extracurriculars/co-curriculars.
- AP/IB/higher level coursework.
- Graduation rate.
- But we already check graduation rate, attendance, AP/IB, already report co-curricular, fine arts, and service-based learning through our equity report, how many kids get scholarships. What else could measure engagement?
- Trade program engagement? Career and Technical Education (CTE)? Apprenticeship? Career clusters? How is that all written up, or (how do we) measure non-traditional students? That's part of our equity reports.
- Family and community involvement: Schools can't dictate parents into the schools. They can invite them. How can you hold schools accountable for what parents do?
- Educators—Evidence of collaboration (Professional Development (PD) data use, etc.)
- Sometimes the parents are alienated from the schools or are working multiple jobs. Professional development—how teachers self-select to improve their practice (National Board Certification, etc.)
- Measuring student engagement, family/community engagement, and educator engagement.
- Family engagement is complicated.
- None of the student engagement indicators are new.
- Can we clean anything up? Like the graduation rate, with special education kids who are served to 21?
- Those kids get counted against the district as kids who don't graduate. But that's a federal requirement that would have to change.
- One thing that seems to be missing here was, there are three: CCR, Student & Educator Engagement, School & Climate. What about evidence of school improvement process? Exemplar schools—The schools that are successful, how can they be recognized?
- And that speaks to student engagement: As professionals, it's our responsibility to help students learn and grow—do we ask if nurses are engaged? Is engagement the right word for teachers' commitment to their profession?
- We currently gather a lot of student info data—how do we use it and how does it help our schools improve? Accuracy in reporting could be an issue. You can try to engage parents and communities, but you can't make them participate. "Life readiness" not just CCR. Measure what schools control. And need to show continuous improvement.

Table 4
- Are there valid and reliable measures available?
- How do we provide flexibility for districts? Could we allow districts to pick from a menu of reliable choices?
- Need to be clear on how we are defining engagement.
- How do we reconcile accountability metrics and engagement/personalization of teaching?
- There are so many buzzwords—how do we define a single measure?

- Policy humility: Do we know enough to make decisions about accountability that do not inhibit districts from having the kinds of conversations they need to have to make changes?
  - Example: Illinois rolling out the Essentials; principals did not have a sense of how it is working.
- We measure the things that are easy to measure; how can we create measures for the things that we say are important to us—collaboration, public speaking, and so on?
- How do we not lose the importance of the things we really want (because we can't measure) at the expense of the things we can measure?
- Student surveys.
- Attendance.
- Student engagement.
- Student ownership over learning.
- Locally developed measures—schools or district level.
- This is a culture question—is it easily measureable?
- Availability and validity of discipline data—how to use this to measure student dis-engagement?
- How to measure life readiness, not just college and career?
- How to show continuous improvement?

Table 5
- Attendance.
- Student surveys (climate, engagement).
- Student ownership (credit attainment, grad rate).
- Some locally developed measures.

School Climate and Safety

Table 3
- Business partnerships.
- Community partnerships.

Report out:

- Arrest records should not be part.
- Police issue not a school issue.
- Everything that happens impacts how they are going to do. What are the negative school interactions? Classroom disruptions, suspensions/expulsions, physical/mental bullying.
- But the data can be skewed by implicit bias, need to be aware of cultural competence.
- Referrals for teachers that need help.
- Challenges: Parental and community engagement, the role of implicit bias and cultural competence. We need to be slow to reach judgment. How do you put that into the equation?

Table 6
No answers, more questions!
Process-focused conversations. There are research and validated tools.
Themes:
- District choice and flexible pathways.
- Process matters (local control, not top-down).
- Balancing data collection and accountability with focus on the true purpose of growth.
- Process/tool/data collection has to have meaning in terms of opening a meaningful dialogue.

Supt. Evers' Summary: Striking how often it comes back to executive skills and SEL, but then there's people who say, "If you can't measure it if doesn't count."

Close and Adjourn